

PANEL DISCUSSION: EXPERIENCES WITH REQUIRED AND ELECTIVE DIDACTIC COURSES*

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DR. KARP: How many hours do you have in that second year course?

DR. MUNVES: 28.

DR. BROWN: I wondered, do the students at Stony Brook have lunch given to them during their nutrition activity?

DR. OLSON: Yes, and the dean pays for that.

DR. BROWN: So the students taste as well as analyze these ethnic foods?

DR. MUNVES: Yes.

DR. BROWN: Do you ever try to have the students eat hospital diets?

DR. MUNVES: We did that for 14 years on the junior course until we had to discontinue it for lack of funding.

DR. HERBERT: I think one has to consider nutrition not only as a bridge between basic science and clinical science, but as a bridge between premedical school, undergraduate life, and medical school.

At Mt. Sinai we have a two-week introduction to medical school, and in those two weeks we teach students how to think like health professionals instead of laymen on health professional subjects. We have four hours in those first two weeks devoted to "The Epistemology of Health Science, Nutrition as a Paradigm" in which we use nutrition to teach students how to separate fact from fiction, how to separate cause and effect from coincidence, how to determine whether a therapy meets the two criteria of efficacy and

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safety, and how to apply that to the nutrition nonsense that they have been exposed to earlier.

DR. KARP: Are panel members or members of the audience using the standardized nutrition test that has been developed by the University of Alabama?

DR. COOPERMAN: We use it extensively. Two years ago we introduced at New York Medical College a combined degree in which someone entering medical school who wants to go into academic nutrition can get an MPH with the M.D. at the same time, and it only costs \$1,000 more. This is an enriched course. They have to go summers and evenings for the public health courses plus all 57 hours in nutrition that we give. In addition, their last year of medical school is devoted almost entirely to nutrition, i.e., clinical nutrition, research electives, etc.

DR. SHILS: I was wondering, Dr. Rosett, when your third-year course "Return to Science" existed, together with nutrition in the first or second year, did anyone do a study of how much of the information imparted to the first or second year students carried over into their return to science course?

DR. WYLIE-ROSETT: We never really evaluated that. In teaching a diabetes seminar to students that I had the first year, it turned out later that they knew how to do basic skills such as calculations. When I got into topics with a little more depth, the students were very open, saying, "Well, I don't remember everything." Perhaps 20% of the students who took the first-year elective also took the fourth year elective.